Name of Provider: Metanoia Institute
UKPRN: 10004320

TEF Year Four provider submission

Provider Context

Metanoia Institute is one of the United Kingdom's leading providers of specialist Higher Education in the disciplines of psychotherapy, counselling psychology, counselling and, more recently, coaching and organisational development. Metanoia Institute values its long-standing reputation for providing education of outstanding relevance and quality and we aspire to work in partnership with our students in a learning environment which strongly encourages the mutually beneficial exchange of ideas, observations and experience.

Founded in 1983, Metanoia Institute was one of the first institutions to offer professional, humanistic-oriented programmes in psychotherapy and counselling in the United Kingdom. In 1994, the Institute commenced its longstanding and productive collaborative relationship with Middlesex University through the validation of three MSc programmes: Gestalt Psychotherapy, Integrative Psychotherapy and Transactional Analysis Psychotherapy.

Metanoia Institute expanded its higher education provision in 1997, with the validation by Middlesex University of its first two undergraduate degrees: the BA (Honours) in Counselling using Transactional Analysis (since discontinued) and the BA (Honours) in Person-Centred Counselling. The Institute expanded its Middlesex University-validated, taught degree provision with the addition of MSc Contemporary Person-Centred Psychotherapy and Applications in 2006; BSc (Honours) Reflective Therapeutic Practice in 2009; MSc Creative Writing for Therapeutic Purposes in 2011; MA Therapeutic Fostering and Adoption in 2012; MSc Humanistic Psychotherapy and BSc (Honours) Humanistic Counselling programmes in 2015.

Metanoia Institute moved into Doctoral-level provision in 1998, with the first validation of the Doctorate in Psychotherapy by Professional Studies as a joint Critical Self-Analysis in application for Taught and Research Degree Awarding Powers programme designed, delivered and assessed by Metanoia Institute in conjunction with Middlesex University's Institute for Work Based Learning.

The Institute's ethos is defined by an understanding no single approach to therapy is significantly more effective than any other, and all have something to offer the practicing clinician. The Institute's programmes are designed to develop a coherent philosophical, professional and ethical base as an on-going support for clinical practice and to enable students to become authoritative in the critical evaluation of philosophical paradigms and value systems in relation to therapeutic work. With this in mind, Metanoia Institute attaches great importance to experiential learning and teaching. While the Institute's academic staff have an international reputation in the psychological therapies, and are noted experts in their areas of training and research with strong professional and academic links with both UK and overseas universities, the Institute's pedagogical approach requires them to: (a) "Model" a set of behaviours and values that may be absorbed by students often without awareness; (b) Demonstrate the practice of psychotherapy in the group; (c) Supervise the live work of students in the group; (d) Manage the complex dynamics of the group processes that occur in the course of the experiential learning process, which often involve deep feelings.

Metanoia Institute's Vision 2020 is to invest in the life of individuals, organisations and communities through excellence in training, practice and research in the psychological therapies. Metanoia Institute's Mission is fourfold; to offer high quality humanistic and integrative programmes of study in

the professional fields of counselling, psychotherapy, counselling psychology, supervision, coaching and organisational development through the provision of a wide range of opportunities; to support research in the development of professional knowledge; to work closely with relevant professional bodies as well as our partners in the university sector; to provide lower cost counselling and psychotherapy services for the benefit of the general public.

Teaching Quality

Metanoia Institute's Articles of Government explicitly require the establishment of an Academic Board, which is responsible for 'issues relating to the research, scholarship, teaching and courses at the Institute' in general and 'academic standards' in particular. In fulfilling this duty, Academic Board acts as the Institute's principal academic authority, guiding academic development, setting and maintaining threshold levels for academic standards and the quality of the student experience, overseeing quality assurance and enhancement and determining curriculum content.

Metanoia Institute's learning, teaching and assessment activities are jointly governed by means of the Learning, Teaching and Enhancement and Assessment Strategies. Both strategies are overseen by the Academic Board. The Learning, Teaching and Enhancement Strategy commits the Institute to systematically improving the quality of provision and the ways in which students' learning is supported. Furthermore, it articulates the Institute's strategic learning and teaching priorities: to encourage staff to enhance their teaching practice by keeping up-to-date with the latest pedagogic research and by participating in an enhancement-led Peer Review scheme; to improve quality by encouraging Programme Leaders to ensure cross-programme consistency in terms of academic frameworks, content and assessment; to enable the production of graduates who have the knowledge, skills, confidence and ambition to achieve success in their chosen careers by providing a supportive learning and teaching environment; to embed a research ethos throughout the Institute that underpins learning, teaching and professional practice; and, finally, to foster a culture of continuous enhancement and improvement throughout the Institute.

The effectiveness of teaching and learning activity is monitored and evaluated through several mechanisms. Amongst these are the annual course monitoring process, student survey mechanisms and the Peer Review process. The Institute's Enhancement Strategy prioritises the quality of Teaching, Learning and Assessment activity and oversight ensuring appropriate resource support is made available to retain strategic drive towards teaching excellence across the Institute.

The Institute maintains a dedicated Virtual Learning Environment (VLE) to support Staff and Students, operating in unison with the revised corporate website for the Institute. Overseen by the Learning, Teaching & Enhancement Committee, the development plan for the creation of a VLE was formulated, overseen by the Academic Board and LTEC and now provides a high quality online resource centre to support not only learning and teaching activity, but also enhance discussion, communication and sharing of practice across the Institute. The Moodle based system has been live since 2016 and can be accessed by all staff and students remotely.

The impact of VLE systems on Teaching Quality has been noted as a particular focus within both lecturing-staff based Peer Review activity and the Institute's formal Appraisal and Performance Development Review activity in recent years. Faculty Head's maintain oversight of the integration of VLE-based programme support; Student activity and development potential for further support in electronic assignment submission and marking systems; Disability Support initiatives and alternative modes of engagement for programme-level community discussions.

Issues related to learning and teaching may also be identified through External Examiner reports and monitoring from the Head of Academic Quality, which goes to the Quality and Standards Committee; Learning, Teaching and Enhancement Committee and the Academic Board. Depending on the nature of the issues raised, the Joint staff and Student Committee may also review the material. In the Institute's Annual Monitoring process, Programme Leaders are asked to evaluate learning and teaching and the performance of the course both through consideration of statistical indicators (retention; achievement; applicant statistics) and more contextual programme-level developments and indicators of good practice. These reports are scrutinised through peer-evaluation coordinated by the Quality and Standards Committee, and overseen by the Head of Academic Quality, Faculty Heads and the CEO. Faculty level summary reports are made available to the Academic Board and Executive Committee.

Student feedback mechanisms are directed towards attaining qualitative responses relating to learning opportunities and teaching quality across the Institute. Methods such as Board of Study forum, internal surveys and NSS plus an active Student Representatives system facilitate the capture of the student voice, more recently aiding the a more data-driven approach to support contextual feedback and insight with quantitative results. Student feedback has been monitored internally across the Institute, noting increased levels of student satisfaction since 2013-2014 (when student satisfaction with learning experience at the Institute, was on average 75%, with the quality of teaching on each course receiving on average 90% satisfaction from students) to 2017 (with overall student satisfaction with their course on average 85%, with student satisfaction relating to the quality of teaching on their course rising to on average 92%).

Learning Environment

Metanoia Institute's learning environment has been noted as an area of good practice; significantly contributing to the quality of the student experience; in addition to this, the Institute has invested more than £250K in IT and related infrastructure and is committed to supporting continuing professional development for all support services staff. Developments in these areas are proposed, implemented and evaluated through a range of forums including the Board of Trustees, the Executive Committee and Academic Board (and their constituent sub-committees), as well as Boards of Study and dedicated working parties and focus groups; this approach ensures the needs of all stakeholders are regularly reviewed and addressed.

The development of both the physical and virtual learning environment remains a major focus for the Institute together with the on-going developments in infrastructure and partner relationships to secure the optimal environment for research and analysis; developing practice and operational activity to serve all programmes across the Institute. Metanoia Institute prioritises the maintenance of the Research Academy (both in financial resource; staffing and venue support) to ensure the highest quality research environment to continually enhance student and staff engagement with research opportunities. The Institute's Research Strategy has provided focus and strategic direction for both Staff and Students across a range of programmes, enabling an excellent level of research activity including hosting professional development conferences, staff-student collaborative research projects and continuing to produce in-house research publications.

Substantial on-going research projects remain in operation in collaboration with a range of HE and professional sector bodies (the University of Roehampton, UCL, LSE, BACP, National Children's Bureau and the Universities of Manchester and Sheffield). Plans are also underway for the relaunch

of the Institute's annual in-house research seminar programme and Metanoia can evidence extensive progress in Schools-Based research projects, including the Align Trial, which received total research funding of £65k, following a successful bid made to BACP to Pilot a Randomised Control Trial into the' Effectiveness of Schools-Based Humanistic Counselling' with four Inner London Secondary Schools. The Institute's Faculty Head (Faculty 4) and a member of staff were the Principle investigators and an international peer reviewed article was produced with the cost effectiveness of the Trial was assessed by London School of Economics (LSE). A further article is also currently going through peer review. The project results were encouraging, and a successful bid was made to Economic and Social Research Council (ESRC) to undertake a full RCT into the 'Effectiveness of School-based Counselling' (ETHOS) in twenty schools.

In addition, the Metanoia Institute's School-Based Counselling service, Here4You, is collaborating with Ealing Primary Care Trust and Kings College London (KCL) as a member of the South East Children and Young People's Learning Collaborative. Through this collaboration they have been awarded £105,000 a year for the next two years to recruit five, qualified school-based counsellors as recruit to train (RtT) posts. These posts will work for Here4You in an Ealing school one day a week and will attend KCL one day a week for the next two years in order to undertake post qualification career development training in an evidence-based Children and Young people's IAPT therapy, competing a Postgraduate Diploma in either Parent Training or Cognitive Behaviour Therapy (CBT) with young people.

These projects support the specifically directed research development activity of Metanoia Institute, with staff working to secure practical research opportunities for Students and Graduates across the qualification portfolio of the Institute. This on-going work to maintain an active research community of professional practice is integral to the Institute's strategic aims and helps to shape the Metanoia Institute learning environment for both Staff and Students.

Student Outcomes and Learning Gain

Metanoia Institute's student population consists of those enrolled on Doctoral programmes; post-graduate programmes; taught under-graduate programmes and professional Diploma programmes. The Institute recruits both nationally and internationally, with 94% of the Institute's current students coming from the UK, 5% from within the EU and 1% from outside the EU20. Within the UK (on average), 57% come from London, 21% from the South-East and 22% from the remainder of the UK.

The Institute's student body is both atypical and diverse, with a current gender ratio of 77.7% female to 22.3% male and an average age of 44 across all programmes. 13% of the Institute's students identify as belonging to the Lesbian, Gay, Bisexual, Transsexual Queer or Intersex (LGBTQI) community, 13% identify as coming from a black or minority ethnicity (BME) background and 3% have disclosed a specific disability.

Metanoia Institute's Learning, Teaching and Enhancement Strategy commits the Institute to systematically improving the quality of provision and the ways in which students' learning is supported. Furthermore, it articulates the Institute's strategic priority to enable the production of graduates who have the knowledge, skills, confidence and ambition to achieve success in their chosen careers by providing a supportive learning and teaching environment.

Specific data collection relating to many typical student outcomes or regulatory measures of learning gain can be challenging for an organisation with a mature, predominantly part-time learner profile. Currently only minimal numbers of Metanoia Institute students fit the criteria for regulatory reporting requirements within destination and employment data, in contrast to more anecdotal evidence enabling recognition of career development and professional practice incentives; more suited to personal developmental markers and measurement. The Institute has continued to engage with the regulatory expansion of data collection in this area particularly within under-graduate statistics and qualifications on entry indicators.

At the highest academic level, the Institute is proud to highlight regular success within qualification graduates; the Doctorate in Psychotherapy (DPsych) programmes continue to maintain a thriving research community with the majority of graduates pursuing post-doctoral level research and further collaboration with staff. This is evidenced by the Post-Qualification Doctorates Newsletters and updates noting publications and active research projects by past candidates.

The Doctorate in Counselling Psychology and Psychotherapy by Professional Studies (DCPsych), a joint programme with Middlesex University School of Science and Technology, was designed primarily as a training route for psychology graduates to achieve BPS Chartered Counselling Psychologist status. This programme continues to fulfil this aim with professional accreditation confirming graduate membership applications and Student feedback supporting the relevance of this qualification in securing networking and employment opportunities upon graduation.

These programmes have gone from strength to strength, with successful revalidations and numerous Doctoral graduates each having made a unique contribution to the practice of psychotherapy and related disciplines.